

EL LAUNCHPAD: CREATING A PRACTICAL ONLINE RESOURCE FOR ELEMENTARY  
TEACHERS OF ENGLISH LANGUAGE LEARNERS FROM THE EDUCATOR  
PERSPECTIVE

BY

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THESIS

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## **ABSTRACT**

The purpose of this project is to develop a practical website for elementary teachers of English learners (ELs). Initial research states ELs are the fastest growing population in k-12 education in the U.S., revealing a need for teacher access to effective materials and a community of support and collaboration. Existing websites are evaluated to assess the gap in features of these resources and how to move forward in website development. In addition, in-service elementary EL teachers are surveyed to establish teacher opinion for an online resource and influence web design and available content. Finally, based on the research phases of the project, a website for teachers that promotes a space for community connection, collaboration, and the sharing of teaching materials is designed, developed and launched: [EL LaunchPad](#).

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My love: you are my teammate. This would have been impossible without you in every way.

*Through Him I can do all things. Philippians 4:13*

*To the teachers who have been discouraged, overwhelmed & defeated, but persisted to provide a safe place and education for our English learners.*

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## **CHAPTER 1: PURPOSE OF THE PROJECT**

Teaching English as a second language is a growing field for educators in varied contexts across the U.S. English as a Second Language (ESL)/English Language Learner (ELL)/English Language Development (ELD) teachers are trying to accommodate the increasing population of English learners (ELs) in our country, consisting of 4.7 million students nationwide, 97% of whom were a part of English language instructional programs (U.S. Department of Education, 2018). This population of learners has grown by one million students since 2000, according to the National Center for Education Statistics (2018). Because it has grown and continues to do so, it is critical that teachers are prepared to reach these learners. Accruing resources online should be an efficient process, but with the various needs of these students, the web space seems to be lacking in organization and efficiency for educators. In addition, those online resources that seem accessible are not necessarily focused in context, making them challenging to weed through when you are a teacher looking for support in the field.

While working on my MATESL degree I accepted a position to teach elementary ELs at a local school district. Having taught Spanish prior to EL, I felt confident in my ability to plan lessons and search for resources. Because teaching young ELs was uncharted ground for me, though, I wandered into teaching ELs trying to find additional resources online wherever I could. While I was able to find some helpful blogs and a few educational websites, I was quickly overwhelmed by the environment itself and how difficult it can be to find a community of teachers who were in my same teaching context. I never doubted the existence of such a group of educators, however, and while working on an independent study gathering resources for new EL

teachers, I dreamed of having access to a website where we could one day collaborate with one another.

This passion project became an online community for teachers titled EL LaunchPad ([www.ellaunchpad.com](http://www.ellaunchpad.com)).

## **CHAPTER 2: WHY IS THIS WEBSITE NECESSARY?**

### **Rise in EL population = more pressure on teachers**

The rapid growth and continued rise of the EL student population in the U.S. has created a complicated environment for k-12 administrators, teachers and students in regards to implementing theory into practice. In fact, several studies point out the significance of the fastest growing student population and how it might affect teacher preparedness (Ballantyne, Sanderman, & Levy, 2008; Fogle & Moser, 2017; Rueda & Stillman, 2012).

Though EL teachers are prepared in specialization through their respective teacher preparation programs, our nation's schools have not quite caught up. A roundtable report on the realities of mainstream teacher preparedness for educating ELs points out that "the recent increase in ELLs in U.S. classrooms has been rapid, and teacher education and professional development has not yet caught up with the demographic shift," (Ballentyne et al., 2008). Though this report focuses on the context of ELs in mainstream classrooms and the effects on their teachers, this statement is important when considering the accelerated growth of this population and its effects on available resources for teachers: mainstream and specialized alike, as mainstream teachers are typically the priority for public schools. The connection can be made that if mainstream classrooms are feeling neglected, EL programs will not be on the radar until classroom teachers are provided what is needed. It is clear that EL teachers are affected in practicality of practice by the lag of this "demographic shift" and their school's ability to provide resources.

Teachers of ELs consider much more than the language background and ability of their students when preparing to teach them. They must also consider the social, emotional and academic needs of each learner in order to prepare them for their academic future in addition to



their role as a societal member of the U.S. (Gándara, Maxwell-Jolly, & Driscoll, 2005). These factors contribute to teachers' need for additional supports in order to thrive professionally. Environmental and emotional supports such as access to sufficient materials and opportunities for collaboration would help teachers meet the diverse needs of their students.

### **Underpreparedness**

Every year, mainstream elementary teachers walk into their classrooms at the end of the summer and begin to prepare for the year ahead. There are a multitude of questions and thoughts that race across their minds: *I need to write a to-do list. Who will be on the class list? How should I arrange the desks? What needs will my students have this year? I should change my first week lesson plans. I wonder how many SPED students I have? How many EL students I have? I need a few more posters over here for visual support.* EL teachers in the building are there to provide additional supports for the EL students in each mainstream classroom. Though some of the details differ, the need to prepare, feeling overwhelmed, and the continuous flooding of inner monologue is something EL teachers also experience. In addition, they wonder about the native languages of their students, when they arrived in the US, how much English they speak at home, and what their current English proficiency level might be. Not to mention considering if they are meeting grade level standards in their mainstream classes. The pressure is on.

This pressure is more or less a constant norm for teachers in the field, and adding to this is the feeling they are underprepared: lacking teaching materials to properly educate these students. One survey conducted of California teachers of ELs explains that teachers reported frustration with insufficient teaching materials (emphasis on assessment tools) and unhelpful professional development. It also noted that teachers surveyed who rated themselves as more able to teach ELs successfully were those who were more prepared (Gándara et al., 2005). The

participant sample of over 5,000 California teachers consisted of mostly mainstream teachers, some sheltered English instruction (SEI) teachers, resource teachers and other non-specified teachers. In California the makeup of a mainstream classroom could consist of half EL students or more, with support from EL teachers in the building either for co-teaching and teaching strategies or pullout resource instruction for language development. Lack of teaching materials and assessments creates a stressful situation for these teachers in planning and execution of their lessons. The challenges reported by these teachers are significant concerns and their desire for access to more teaching materials focused on English language development supports the need for an accessible online resource that would provide such tangible resources.

Another study cited more concerns of in-service EL teachers, one of which was reported by almost 65% of participants: the testing, placement and legal compliance processes for EL students in their respective school district (Baecher, 2012). ELs must be screened to decide initial placement in a particular program in compliance with federal and state laws for EL programs. In addition, EL teachers are responsible for administering the state mandated assessment for EL learners, which is a lengthy and tedious process. Teachers feel they were not trained in their teacher preparation programs to handle these important responsibilities in EL students' education, thus feeling inadequate in providing these services (2012). Though these concerns are not a focus of this project, it is important to note them as an existing issue for in-service EL teachers due to the nature of the tasks they are required to complete with little to no training. The website will have links to external resources, a forum and blog, creating a space for teachers with these concerns to educate themselves and each other, at least at a basic level. There is, however, a need to address this issue more deeply through further research, focusing on educational policy and teacher preparation curriculum rather than within the confines of this web project.

## **Lack of Support**

Across states and among districts the overall makeup of an EL program can differ greatly. In some elementary schools, there is only one EL teacher in a sea of mainstream classroom teachers. In others, there could be a team of five EL teachers collaborating on the best ways to successfully teach their EL student population. It is widely known in k-12 education that teacher collaboration, when carefully executed, contributes greatly to both professional and student growth in learning as well as to a positive professional environment. A recent article discussing the role of teacher leadership in EL education by Russell & Von Esch (2018) explains:

Because the population of English language learners is growing much faster than the numbers of well-trained specialists in ELL instruction, most schools will need to leverage their existing expertise by encouraging teachers to learn from and collaborate with skilled colleagues. But this requires teachers to be given regular opportunities to model and observe good instruction, plan together, discuss goals and challenges, agree on common teaching practices and tools, and ensure that professional learning opportunities are well aligned to the design of the ELL program. (p. 56)

EL educators need the opportunity to connect with colleagues in order to create the best learning environment for the school, themselves and their students.

While cross-departmental collaboration (between EL teacher and classroom teacher) and inter-departmental collaboration (EL teacher and EL teacher) can be extremely useful, this can also be a challenge due to a number of factors needed in order to be successful as alluded to by Russell & Van Esch above. True collaboration requires time, but time constraints as a result of scheduling conflicts and overall allotment of collaboration opportunities school districts allow

can vary greatly throughout the country, creating a possible deficit in practicality and application. Though the process of implementing and maintaining regular collaboration can seem daunting and problematic, the result of collaboration is overwhelmingly fruitful and should not be ignored. Moreover, teachers actually *want* this and have expressed a clear desire for the opportunity to work with others in similar teaching contexts to learn and grow in their professional practice, thus helping students reach a number of language and academic goals (DelliCarpini & Gulla, 2009; Gándara et al., 2005; Smith, Wilson, & Corbett, 2009).

Teachers can engage in various collaboration opportunities at the building level, district level and beyond. For example, in Champaign Unit 4 Schools (Champaign, IL), the elementary EL department participates in a monthly collaboration meeting for half of the day, where the agenda changes weekly according to student and teacher need. In addition, they contribute to Professional Learning Communities: a collaborative group of teachers that meets on a regular basis with a specific purpose in mind, whose end goal is to grow in professional practice and improve student performance (Great Schools Partnership, 2014). At the building level, teachers in this district are able to coordinate with their administrators to schedule collaboration that is efficient for their building needs. But what about those teachers that do not have these opportunities? Harmon, Gordanier, Henry, & George (2007) report on an initiative which aimed to improve rural educators' professional practice in 10 schools in rural Missouri, noting what teachers value most. They cite the importance of teachers' ability to "network with other professionals to discuss practices that improve student learning" as extremely effective in their practice. As such, a virtual space would impact the ability to access effective collaboration from anywhere, creating an online resource room for any EL teacher, regardless of their school district's involvement in successful collaboration.

In addition to the need and desire for such collaborative efforts among teachers, Nguyen (2018) points out their effectiveness on emotional well-being. She explains that while professional relationships have been reported by teachers as both positively and negatively associated with their emotions, those that are more positive are due in part to collaboration. Teachers feel instantaneous support when able to positively “interact” with colleagues on many levels from purely social interactions to those under the premise of professional feedback and guidance. In contrast, negative emotions were associated with professional relationships when teachers felt a lack of collaboration, leading to feelings of isolation and frustration (2018). Because teaching is such a personal profession, it is crucial to consider manageable factors that can lead to positive emotional wellness. Teachers will be more likely to provide effective instruction to students when their mental and emotional state is at its best.

Finally, language teaching is extremely overwhelming and those properly trained drive towards pushing students to move up the language acquisition ladder, which can be difficult to achieve for a number of reasons including district and state pressure for students to achieve growth in academic standards *at grade level*. Saunders et al. (2013) provides a comprehensive insight to what EL teachers should be doing in the classroom, with 14 guidelines for instruction. It mentions specific ideas such as how to group students during their EL instructional blocks, the need to explicitly teach language forms and functions, and the push to teach more academic language. These guidelines go beyond highlighting basics of what EL teachers can do to improve their classrooms and intensely dive into research based methods and explanations that these teachers should strive for. In practicality, novice and experienced teachers alike might begin to feel insufficient in their areas of expertise to accomplish all of these goals, thus lending themselves to a desire and a need to collaborate with others.

Underpreparedness and lack of collaboration are significant issues teachers are facing in the classroom today. Sufficient materials result in more prepared teachers to execute effective lessons and drive instruction through assessment and growth targets. Collaboration leads to a productive, positive and engaging teaching-learning atmosphere for educators and their students. Though challenges of state-level resources and district-level time constraints for collaboration are evident, the answer for these educators is to be creative in providing assistance. A well composed website organized with lesson plans, assessment tools, and a community outlet for educators in similar teaching contexts would provide part of a solution to this problem. Teachers can collaborate through exchanging materials and develop a sense of community by communicating in the forum and reading blog posts. Though it is not a perfect solution to all of the issues EL teachers face in these areas, it would give a respite to those in need of support in teaching this country's swiftly growing English learner population.

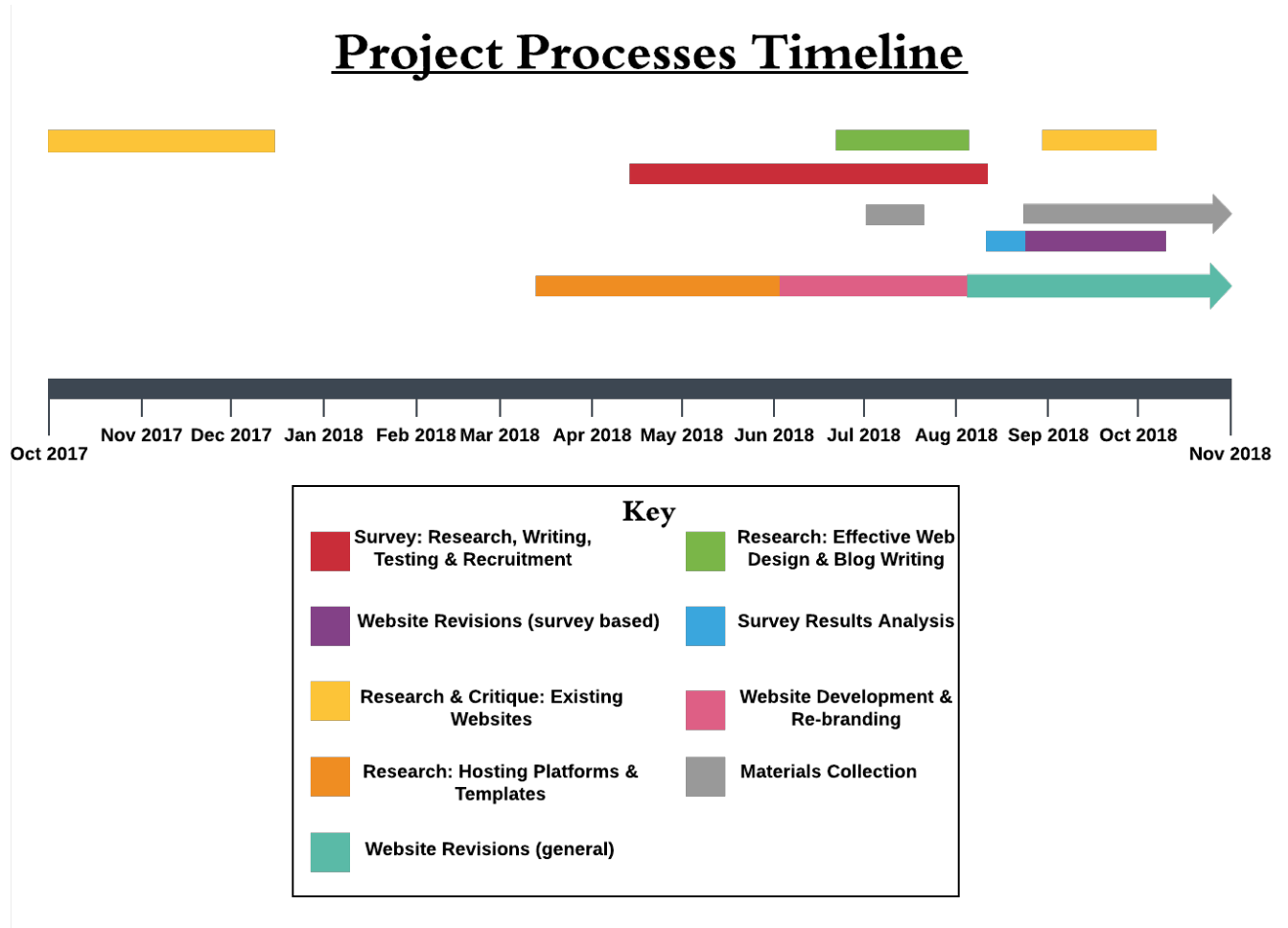
## CHAPTER 3: EVALUATING WHAT CURRENTLY EXISTS

### Development Note

The remaining chapters discuss the tedious process of evaluating current websites, research and implementation of survey writing and recruitment, researching numerous aspects of web development and the web development process itself. Website developers/digital marketers explain the website development process with overlapping ideas that essentially present the procedure in seven phases: gathering information, planning, design, development, testing, launch and maintenance (Gordiyenko, 2015; Meazey, 2017; Reimer, 2011). The first phase establishes the purpose of the site, target audience, and the site features needed. During the planning phase, the developer should create a timeline and sitemap to help organize the structure of the site. The design phase is when the layout and visual elements are created. This phase also includes an important “review and approval” cycle, in which a review and revisions occur until the ultimate design is reached. Development refers to programming and loading content to the site. The launch is a result of a successful testing phase, once all revisions have been satisfied and a plan is executed for communicating the launch of the site to its potential visitors. Finally, site maintenance will occur for the duration of the website’s life: updating links and content in order to stay relevant, because a website is never truly complete (2015, 2017, 2011).

Due to the various stages of this process and intricacies associated with web development, please use the following project processes timeline as a reference throughout these chapters to clarify the sequence and continuous nature of the project.

Chart 1- Project Processes Timeline:



### **Website Critique**

The desire to create an accessible EL teacher resource has driven this project from its onset. Preliminary research of current websites for EL teachers was completed to identify a gap in the virtual space, justify the need for, and establish the structure and organization of the site. A list of five EL websites were found and critiqued on the basis of the following categories: layout, content, and background information. The following list of websites was evaluated according to detailed factors within these categories and concludes with the suggested components for EL LaunchPad.




Table 1- Existing Websites Critique:

### Existing Websites Critique

WEBSITE ↓	LAYOUT			CONTENT				BACKGROUND INFO		
	Visual Appeal	Site Organization	Site Usability	Quality of Materials	Consistent Materials Format?	Community Environ-ment?	Capability to Collaborate?	Teaching Context	# of Contributors	Experience of Creators
<a href="#">Fun to Teach ESL</a>	✓	✓	✗	+	+	✓	✗	elementary EL	1	EL teacher
<a href="#">ESL Galaxy</a>	✗	✗	✗	✓	✗	✗	✓	ESL/EFL	4	ESL/EFL teachers
<a href="#">Busy Teacher</a>	+	✓	✓	+	✓	✓	+	ESL/EFL	?	ed. tech. company
<a href="#">Dave's ESL Cafe</a>	✓	✓	✓	✗	✓	✓	✗	EFL	1	EFL teacher
<a href="#">ESL-Kids</a>	✓	+	+	+	✓	✗	✗	ESL/EFL	1	EFL teacher

KEY	
✗	poor
✓	fair
+	good

Figure 1 - Fun to Teach ESL:



# FUN to teach ESL

TEACHING ENGLISH AS A SECOND LANGUAGE

HOME ABOUT ME MY STORE MATH BLOG FREEBIES

*Co-Teaching and ESL/ELL Links*


- Co-teaching in the ESL Classroom
- Collaboration and Co-Teaching: Strategies for English Learners
- Tesol - Together We Are Better

October 5, 2018

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Geometria - Trajetas De Intercambio


- 26 pages -  
Look at today's freebie!



This 26-page unit has essential math vocabulary to build a foundation of math understanding. Use whole class, with second language learners or struggling math students. Fun way for students to meet the Common Core Standards! The 15 carefully selected math vocabulary words integrate kid friendly definitions with rich information about the concept. Words included are: poligono, figuras congruentes, simetria, ordenacion, simetro, lineas paralelas, lineas perpendiculares, area, angulos, cilindros, rombo, cubo, esfera y cono.

This Math packet includes black line masters to reproduce, **ads!** games and activities.


This package includes: 7 Math Games:



*Welcome!*

I AM K-5 ELDT TEACHER IN ASHLAND, OREGON. I ENJOY TEACHING AND LEARNING ABOUT LANGUAGE ACQUISITION! I AM A WIFE, DAUGHTER, SISTER, AUNT LOVER OF GARDENING, TRAVEL, AND HIKING!

*My Blog*  
BUTTON



<center>  
<a href="http://www.fun-to-teach-esl.com">

*My tpt*  
STORE



Figure 2 - ESL Galaxy

The screenshot shows the ESL Galaxy website interface. At the top left is the ESL Galaxy logo. To the right is a search bar with 'Google Custom Search' and a 'Submit' button. Below the logo is a horizontal navigation menu with buttons for 'Home', 'Printables', 'Children', 'Games', 'Interactive', 'Downloads', 'Grammar', 'vocabulary', and 'Plus'. The main content area is titled 'ESL Lesson Plans, Materials & Activities' and features a 'moving banner!' with a grid of character images and a 'blinking!' label. Below this is a section for 'Free ESL Printables, Kids Activities, Games and Online Exercises for Grammar, Vocabulary & Pronunciation.' followed by a list of resources. At the bottom, there are buttons for 'Printable Worksheets', 'Free Worksheets', and 'Speaking Lessons'. On the right side, there is an advertisement for 'IXL Math Practice' with a list of grade levels from Kindergarten to Algebra 1 & 2. A red arrow points from the 'ads!' label to the IXL advertisement.

**moving banner!**

**blinking!**

Free ESL Printables, Kids Activities, Games and Online Exercises for Grammar, Vocabulary & Pronunciation.

ESL Galaxy offers over 2368 free printable worksheets for ESL lesson plans and ESL Activities; and there are more additions every other day. The worksheets include:

- IXL - ESL, Math, Science : Games, Worksheets, Videos
- FredisaLearns.com : is a multi-level English program for children between the ages of 4 to 12 featuring tons of cartoon animated videos, games, tests and worksheets to teach and review vocabulary, grammar, spelling and communicative skills.
- English Lessons for Kindergarten, Games and Worksheets
- Grammar & Vocabulary Fun Games for Teaching - ESLgamesplus.com
- Board Games, Crosswords, Grammar worksheets, Vocabulary Worksheets, Theme or Topic lesson plans,
- Pronunciation, Survival English, Song and Video Activities, Word Search Puzzles, Festivals & Holiday Worksheets, Prefixes/Suffixes Word Formation, ESL conversation &
- Communicative Activities, Game and Writing Templates, Cloze & gap fill exercises, We also have ESL Games and ideas for ESL Classrooms,
- Powerpoint downloads, Matching & Collocations, Reading & Writing Exercises, Complete Lesson Plans.

AdChoices [Printable Worksheets](#) [Free Worksheets](#) [Speaking Lessons](#)

**ads!**

Figure 3 - [Busy Teacher](#)

The screenshot shows the Busy Teacher website interface. At the top, there is a blue navigation bar with the logo and menu items: WORKSHEETS, ARTICLES, POSTERS, BOOKS, and MORE. A search bar on the right contains the text "Search 17,300 worksheets". Below the navigation bar, a red banner reads "DON'T MISS" followed by "December worksheets and lesson materials". The main content area features a large heading "Find That Perfect Worksheet" with a "BETA" badge. Below this, a sub-heading states: "Browse our database of 17,300 free printable worksheets and lesson plans for teaching English. No matter if you teach kids or adults, beginners or advanced students - BusyTeacher will save you hours in preparation time. No registration required." There are two search input fields: "Select a category" and "Find", followed by "or search:" and another search bar with the text "Search 17,300 worksheets".

On the left side, there is a section titled "TOP WORKSHEETS TODAY" with a list of five items:

1. [Bringing STEM to the ESL/ELL Classroom](#)
2. [Halloween Storytelling Flashcard Prompts](#)
3. [Shallow By Bradley Cooper And Lady Gaga - Prepositions Lyrics Worksheet](#)
4. [Describing Processes with the Passive \(01\)](#)
5. [Phonics - 'ss' and 'rr' words](#)

Below this list are three promotional boxes:

- Make A Word Search:** Create awesome-looking custom word searches in seconds! [Create now](#)
- Make A Word Scramble:** Instantly create custom word/sentence scrambles for your class! [Create now](#)
- Make A Double Puzzle:** (partially visible)

The main content area on the right is titled "Recently Added Worksheets" and includes three sub-sections: "Top Worksheets This Week" and "Top Worksheets Overall". The first featured worksheet is "Home Alone (1999) Movie Handout B1 Level", described as a Christmas family movie handout. The second is "Phonics - 'ss' and 'rr' words", a worksheet for primary/elementary students. The third is "Halloween Storytelling Flashcard Prompts", featuring high-quality flashcards. Below these are "Shallow By Bradley Cooper And Lady Gaga - Prepositions Lyrics Worksheet" and "Describing Processes with the Passive (01)". A "Load more results" link is visible at the bottom of the list.

At the bottom, there is a section titled "Latest ESL articles for busy teachers:" with a featured article: "Bringing STEM to the ESL/ELL Classroom", noted as a recent study from the National Academies of Science, Engineering, and Medicine.



Figure 4 - [Dave's ESL Cafe](#)

HOME
JOBS
STUFF FOR TEACHERS
STUFF FOR STUDENTS
STUFF FOR EVERYONE

Site Search:



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teachers + students from around the World!

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- [International Job Board](#)
- [Job Wanted \(Resume\) Board](#)
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- [Recruit Teachers](#)

**STUFF FOR TEACHERS**

- [Idea Cookbook](#)
- [International Job Forums](#)
- [Korean Job Forums](#)
- [Post Your Resume](#)
- [Teacher Forums](#)
- [Teacher Training Forum](#)

**STUFF FOR STUDENTS**

- [Help Center](#)
- [Grammar Lessons](#)
- [Idioms](#)
- [Phrasal Verbs](#)
- [Quizzes](#)
- [Slang](#)
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Figure 5 - [ESL-Kids](http://ESL-Kids.com)

**ESL-Kids.com**

ESL-Kids.com - ESL stuff for teaching kids including flashcards, worksheets, classroom games and children's songs and stories. A great resource for teachers of ESL kids.

HOME FLASHCARDS WORKSHEETS GAMES SONGS IN-CLASS LINKS ABOUT / CONTACT ESL KIDSTUFF

AdChoices ESL Class Speaking Lessons ESL Teaching **ads!**

Education.com  
+400 Games, Stories, & Songs!  
Free Games for Kids

PRESCHOOL  
1ST GRADE  
2ND GRADE  
3RD GRADE  
4TH GRADE  
5TH GRADE  
MATH  
READING  
WRITING  
SCIENCE  
LEARN MORE

**ads!**

Thanks for visiting ESL-Kids.com. You can find **FREE** flashcards, worksheets, games and songs for your ESL students right here. I've recently revamped the site and hope to add more resources soon so it's a good idea to bookmark it and check back often. - Nick

### Flashcards

A huge collection of printable ESL flashcards are available for you to use in your classes. The flashcards are organized into **over 30 categories** to help you find what you're looking for. For example, there are cards for the alphabet, animals, classroom, fruit, sports and Christmas. And of course, they are all free!

### Worksheets

You can **make your own worksheets** using ESL-Kids.com's unique worksheet and activities generator. Create thousands of worksheets using words and pictures from themes such as shapes, weather, family and Halloween.

### In Class

The "In Class" section gives an **introduction to teaching ESL** to children. Follow a lesson featuring four very different kindergarten-aged kids. Discover different learning styles and how to deal with problem children!

### Classroom Games

The current sites rated overall as “fair” in most categories. However, while most sites offered at least some effective teaching materials, there were inconsistencies in organization, user-friendly intuition and structure. Most of the sites displayed outside banner ads distracting from the site’s purpose, and in some cases, creating difficulty in how to download materials. In addition, there were a lack of websites dedicated specifically to the *elementary* EL teaching context and without accessible community and space for collaboration.

The assessment of each site revealed a meaningful gap in accessible online resources for elementary EL teaching, justifying a need for another online resource to support in-service teachers. Though the existing sites contain some meaningful materials, there is a lack of community and opportunity to collaborate present. The goal of the project is to create a website aimed at elementary EL teachers that includes a community with: access to downloadable lesson plans, activities and assessments, a regularly updated blog, a forum for teachers to communicate, and useful external links.

## CHAPTER 4: TEACHER INFLUENCE & WEB DEVELOPMENT

### Survey Writing & Recruitment

After researching the availability of online resources related to elementary EL instruction, I analyzed the top choices to better understand what worked well with these sites and what might be missing. This analysis of websites helped establish an overall direction and basic ideas for my site.

However, I did not want to rely solely on my own expectations and perceptions of what this online resource should be. It was important to enlist the opinions of other teachers with varying levels of experience in this particular field. Developing a simple, user-friendly survey was key in soliciting these opinions. Knowing a fellow student had recently developed a survey for her research purposes, I reached out to her for tips on survey writing. She was kind and efficient in response, providing her experience in addition to some helpful resources for writing surveys that would obtain the response the researcher is seeking. I read several surveys trying to focus on those that were related to the type of survey I was hoping to write, and I familiarized myself with the aforementioned survey writing resources. This process assisted me in determining the approach and writing of my own survey. Sue and Ritter (2012) give an in-depth “how to” on writing surveys in their book, which provides useful details in survey writing of all kinds. Particularly useful is their explanation on the importance of writing survey objectives, considering validity in survey items and pretesting the survey, which were imperative steps for me to take in writing an effective version of my survey (2012).

After writing the survey it was necessary to test it. Though Sue & Ritter (2012) recommend using a small group of the target survey population, I was unwilling to “waste” the first draft of the survey on a test group who would not participate in the finished product. I would



recruit colleagues of mine and wanted to be sure their opinions were used in the target survey population group rather than the test group. Instead, I used a small group of trusted teachers that was comprised of different ages and levels of experience in teaching EL learners, but would not qualify for the participant group due only to a single factor: their experience with teaching ELs was not in the elementary context. Therefore, although the test group would not qualify as a part of the participant group, the group members were sufficiently qualified in that their opinions in the testing process would be valuable. In addition, by using this test group I was able to reserve the final survey for those teachers who qualified fully for the participant group.

The test group reported back with verbal and written feedback which helped me edit my survey for clarity in purpose and understanding prior to administration to the participant group. The test group provided feedback on wording, question type, overall functionality and completion time. The survey was then edited to incorporate this feedback as well as other revisions I felt necessary for the aesthetic, instructions and survey introduction message. In order to administer the survey to the participant group, the participants I hoped to target needed to be recruited.

Due to time constraints and for efficiency purposes, I thought it best to recruit the largest group of elementary EL teachers I knew: the elementary EL department from the school district in which I work full time in Champaign, Illinois. The entire EL/Bilingual Department at Champaign Unit 4 consists of at least 50 teachers, and the elementary teachers make up 25 of this total. To recruit these teachers I emailed a message with the survey link attached. The second phase of recruitment consisted of a social media post through Facebook reaching out to any friends/acquaintances who may work with EL teachers themselves or have friends that are in the profession. This general post solicited a handful of responses in which I forwarded the same

email message and encouraged them to forward on to others in their departments or teachers they knew. The final phase consisted of a second email to my department in hopes of recruiting teachers who may have missed the first e-mail since it was sent during summer break. At the end of the survey period (two weeks), there were a total of fourteen responses.

The goal of the survey was to obtain opinions of teachers in the elementary EL context with varying levels of education and experience. While I hoped for a higher number of responses, my goal was more about using the survey data to influence the creative direction of my website: types of resources that should be available, interest level of materials contribution, aspects of community to include, and opinions on overall functionality and usability. Fourteen responses were enough to influence these aspects, and would prove to be considerably useful in the revision phase of the project.

### **Website Development**

This project had various moving parts, so I was constantly multi-tasking. During lag time of the survey process, I began developing the website. I did this knowing the survey results (once received and analyzed) would encourage adjustments to the site I created, but felt this was the most efficient use of time in the interim. Motivation and excitement also played an important role in this phase of the project. There was a desire and need to have something tangible that represented the thoughts buzzing around in my head for fear they might get lost along the way.

#### Step 1 – Gathering Information & Planning

For this project I needed a digital space to gather ideas, resources and materials: Google Drive. It was necessary to get all the thoughts of what I wanted this project to be on paper, so I

created a folder and began writing these in the form of an outline. I used the preliminary research on existing websites to fuel this process: what did they have that I wanted mine to have? What did I think they could improve upon? What was missing? What would be an effective title? These questions among others raced through my thoughts as I outlined what EL LaunchPad needed.

Throughout the process of considering what the site should consist of, I continued to wrack my brain, research and enlist the help of others for a website title. Eventually I landed on 5 finalists, and for a second time, recruited the same test group for feedback. The test group was provided with the website description, 5 possible titles, and specific questions to answer. The test group once again provided insightful feedback on the titles they preferred and explained their impressions of the titles. In addition, one member of the test group offered another title to consider. After careful reflection, “EL LaunchPad” was chosen to represent the project.

While the development phase of this project is ongoing, it began with choosing a hosting site. Thanks to my time in Dr. Sadler’s Computer Mediated Communications class I identified a few possible starting points. Other students presented several options for website creation and a few stood out to me: Blogger, Wix, and Weebly. In addition to these I researched other hosting options but Wix emerged as a front-runner. Blogger is more blog-based, and while I wanted to include a blog section in the website, I did not want the website itself to be a blog. Each of these sites offers templates, domain hosting, and image editors. Weebly has blog functionality and the ability to build a professional site, but does not advertise SEO or Google Analytics capabilities like Wix. I was semi-familiar with Wix previous to this project and while refreshing myself on its features found that it was user-friendly, professional and included enhancing features that stood out among other web-hosting sites (SEO and Google analytics, straight-forward design

templates and editing ability, and an app market with more add-ons if necessary). Ultimately, the choice came down to user preference so I chose Wix.

## Step 2 - Website Design & Development

I signed-up for Wix's free website builder, and began by choosing a template. Thankful for technological advancements in the past decade that meant I would not at any point have to write html code during this process, I reviewed several design options and selected a template to build from. Apart from the educational and professional goals of the site, additional goals were to make a site that was sleek and easy to use. Many sites that exist are inefficient in operation, out of date and almost overtaken by advertisements. During this process I researched current articles on web design to ensure I was meeting the expectations of the marketplace. A strong desire behind this project is for this site to be used across the country, so it seemed appropriate to research elements of successful and attractive web design concurrently with the development phase.

Using the outline from step one and the template, I began to build the site. Wix provides tutorials and a useful help section, which provided considerable assistance during this phase. The template provides design and functionality of the elements in and of itself, but the difficulty I experienced was in re-branding the template to be EL LaunchPad, including creating a logo through their logo maker. Lepard (2018) describes a handful of tips for designing your site with intention and attraction. There are many intricacies in design to consider from the layout of the home page down to the choice of icons that represent links within the site. The font, colors, text, links, and sub pages should all be organized, consistent and clean. Moreover, a "visual

hierarchy” will make an impact on the viewer, allowing them to notice the purpose behind your design (2018).

In addition to researching elements of web design, it was necessary to investigate copyright, website linking and blogging. One of the subpages contains resources to external sites and initially, the hope was to link these sites with their logos. Upon researching copyright laws regarding website linking and images, it became clear that linking the logos would not be an option without an agreement with the website owner (DMLP, 2018; Stims, 2017). This was only a small hiccup, and the sites were linked sans logos. A blog section on a website is a bit of an undertaking. Thankfully, Wix provides a Blog manager for uploading, formatting and publishing posts. To support a strong, attractive and useful blog, I studied the essentials: organization of a blog post through writing an attention grabber, introduction, explanation of main ideas, conclusion and a call to action, and visually engaging readers through the use of headings, graphics, images and sections (Patel, 2014; Totka, 2018). I then created a “Blog Writing Tips” flier to provide to future contributors to facilitate their process, as most contributors will be teachers who may or may not have a history of using this writing style.

### Step 3 – Website Design (Review and Approval Cycle) & Testing

#### **General Revisions**

One of the ongoing processes of website development is a constant state of revision. Construction throughout is extremely tedious, so it is important to know when to take a step back from a section of the site and return later to revise. This is both meticulous and creative in process, and I viewed it as a continuum: create, revise, create; create, pause, revise; review, revise and so on.

The site consists of four pages, eleven subpages, a forum and a blog. It was necessary to display consistency in formatting including icons (image and color), text (font and sizing) and layout (overall design across pages of similar function). The demand for consistency can be tedious, especially when a single change to one page is made: you must update all affected elements to support the integrity of the design.

An example of the general revision process can be seen with the development of the Community landing page. Consider the process notes and before/after images below:

*After going through what I thought would be more of a “final” check of the layout and design of the website (not the content), I realized I had much more work to do! One of the major issues I noticed? Inconsistencies. For example, each of my menu landing pages were the same layout except the Community page. I did not notice this at first, and as I was editing it dawned on me that the layout for the Community page was different than the others. So I decided to change it for a couple of reasons:*

- *For consistency I could have changed the other two to match the one in question. However, the major benefit of the layout of the other landing pages was that it had minimal text, while the current layout for the community page had considerable space dedicated to it for text.*
- *Additionally, the visual appeal to the other layout was cleaner and more simple.*

*So, I decided to change the layout of the Community page, but what would be the most efficient way to do this? I didn't want to delete the page because I had already put work into the customization. Instead, I created a duplicate of the page I felt to be the most finished at the time: the Collaborate page. After duplicating this page, I was able to customize it to fit the needs of the Community page.*

Figure 6 - Original Layout and Design:

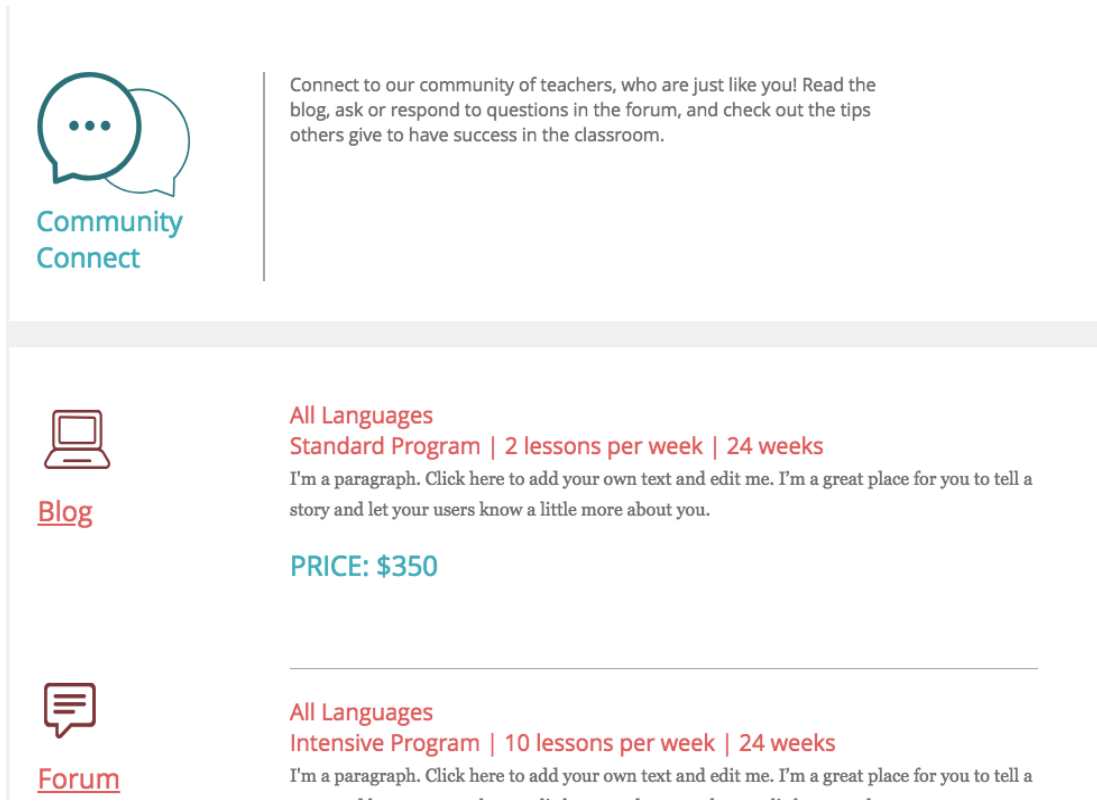
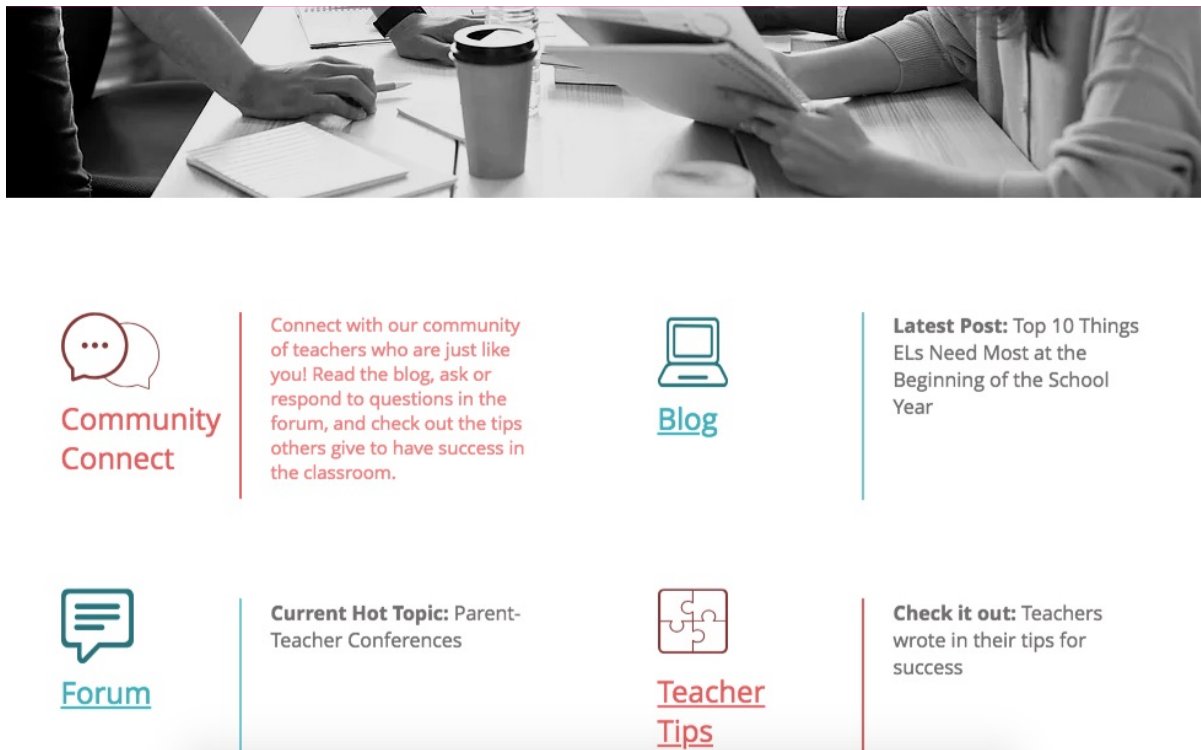


Figure 7 - Revised Layout, Design and Content:



## Survey Results Review, Analysis and Application

Once the survey results were in, it was time to review, analyze and apply necessary changes to make the website most effective. The participant group consisted of 14 elementary EL teachers teaching in Champaign, IL; Urbana, IL; Bridgeview, IL; Gonzales, Louisiana; and Harrisonburg, Virginia. The majority of participants (71%) reported at least five years of EL teaching experience with only one teacher who reported 1 year of experience. The majority of participants (71%) reported their highest level of education to be a Master's degree. Upon review of participant responses, the questions that provided the most insight for revisions were:

- Question #2) Please rate the following websites in order of their usefulness to you in your teaching practices, 1 being most useful and 5 being least useful.
- Question #3) Of the websites you rated above, please choose your top 2 and explain below why each is useful to you in 1-3 sentences.
- Question #4) When searching online for resources to use in your classroom, which types of resources do you search for? Check all that apply.
- Question #5) When searching for lesson plans, how would you prefer to organize your search? Check all that apply.

### Survey Results Analysis by Question

Question #2) Please rate the following websites in order of their usefulness to you in your teaching practices, 1 being most useful and 5 being least useful.

Graph 1 Useful Websites:



The question type allowed teachers to rate each website on the scale but did not require them to use every rating. For example, one teacher rated 3 websites as “1: most useful” and zero websites as “5: least useful.” This flexibility allowed teachers to truly rate the sites they used rather than forcing them to choose a ranking when one website may represent equal usefulness to another. This type of question provided a scale of website popularity, which was an important factor in influencing the content and design of EL LaunchPad.

According to the responses, teachers gave the most ratings (7) of “1: most useful” to Teachers Pay Teachers (TPT). The second most ratings (4) of “1: most useful” were given to Pinterest and “other” websites. The third most ratings (3) of “1: most useful” were given to WIDA. The fourth most ratings (2) of “1: most useful” were given to Educational Blogs and Textbook Curriculum Resource Sites. Finally, the least amount of ratings (1) of “1: most useful” was given to teacher created blogs and school district hosted sites.

For details in ratings across all websites, please see the chart below. Influential findings are highlighted in purple.

Table 2 - Useful Websites:

Website name	Number of ratings of 1	Number of ratings of 2	Number of ratings of 3	Number of ratings of 4	Number of ratings of 5
Pinterest	4	5	3	-	2
Teacher-created blogs	1	4	6	2	1
Educational blogs	2	6	4	1	1
TPT	7	3	1	-	3
Textbook curriculum resource site	2	4	3	5	-

Table 2 (Continued):

<b>School district hosted site</b>	1	5	2	4	2
<b>WIDA</b>	3	4	3	4	-
<b>other</b>	4	3	1	1	1

Question #3) Of the websites you rated above, please choose your top 2 and explain below why each is useful to you in 1-3 sentences.

The purpose of this question was to provide explanations of the ratings selected in question two. After analyzing the data, its best to use responses to questions two and three to establish the top three most useful sites. First, the numbers from question two were analyzed in each rating, then question three provided clarity and insight because the participants explained their top 2 answers. The emerging response for usefulness are: TPT, Pinterest, and Blogs (educational and teacher).

This information helps explain the teacher perspective of those surveyed. In being familiar with the various types of online resources, this information can be used to guide different areas of the website: Resources, Community and the Blog. Teachers Pay Teachers (TPT) is basically a database of teacher-created lesson plans and classroom resources. Resources are tagged according to grade-level, subject, and price. Teachers sign-up for an account to have the ability to download and rate materials they use, and those who want to sell materials create their own TPT Store. The site also has a preview tool, feedback feature (up to a 5-star rating and comments), search bar and browsing tools. In the explanations of these, participants provided an overwhelming sense of trust for teacher-created resources due to the experience of the creators as well as the level of practicality of these resources as used in the classroom, as quoted below:

“TPT is good because the materials on there are created by other teachers who are currently using them in their classrooms.”

“Many ideas from these sites have already been tried with students successfully, so I'm more confident they will work.”

“TPT: they have tons of ideas, lots of free options, good previews before you buy.”

“They're both awesome resources because there is always FREE materials to gain from others. TPT is easy to filter through.”

“Teachers pay teachers- all sorts of resources for behavior to curriculum at your fingertips for a small price.”

“We do not have a curriculum and our students levels vary so I can get a ton of resources off TPT to help my students where they need it.”

“Teachers pay teachers had resources teachers use in their own rooms and work.”

“[TPT] has a broad range of ideas and I can find things for free.”

This is significant because EL LaunchPad plans to highlight a positive teacher experience by promoting teacher-created materials. In addition, TPT is a widely-used teacher resource (over five million users this past year) and those who already have a TPT store with useful teaching materials can be linked to EL LaunchPad. The purpose is not to reinvent the wheel, but to provide one space where teachers can access what they need.

At its most basic interpretation, Pinterest can be described as a digital bulletin board, but it is much more than that. It is a social media platform in which users create “pins,” or photos of items in various categories that usually link to external sites. Users create different boards to organize and “pin” ideas from fashion and recipes to fitness and travel (Moreau, 2018). Over the years it has become a popular catchall site for teachers to gather ideas. TPT, blogs, YouTube and

other sites are typically linked to Pinterest through pins. Another important factor is the visual appeal of the site: you connect to outside resources through pins, and the pins are all photos. Most of the time pins represent a visual example of what the resource it links to will be. It is a bright, inspiring and visually stimulating place to search for ideas, as noted by teacher responses from the survey below:

“[Pinterest] has a broad range of ideas and I can find things for free.”

“Pinterest is an easy way to browse new ideas.”

“I love Pinterest, I can search an idea and see how multiple people carried out that idea and the resources they used.”

“Pinterest: they have lots of pictures, links, and lots of ideas that are easy to sift through.”

“Pinterest and teachers pay teachers give inspiration for making academic language learning engaging for students. Many ideas from these sites have already been tried with students successfully, so I'm more confident they will work.”

“I also mostly just Google ideas and get things from Pinterest or blogs about certain units or for visuals.”

The information about Pinterest can be used in the site's visual appeal and might be a consideration for future social media integration. EL LaunchPad could integrate pins on its materials, blogs, etc. to connect with other teachers through Pinterest.

Both education and teacher-created blogs typically have resources linked, in addition to writings about personal experiences. Educational organizations create blogs and can have a more professional appearance and tone with more of a presence of research-based materials, while teacher-created blogs are less formal. They both have wisdom and resources to share and can be

popular for other teachers when they locate a blog that directly relates to their teaching context and practice:

“Educational blogs-because they have tried and tested information and resources.”

“I enjoy educational blogs... because the information provided is specific to my needs. In addition, my time is not wasted on searching or combing through materials that are outside my field.”

“Educational blogs have helpful videos and practical resources.”

“Educational blogs...are useful because they resemble the content that is being taught in the classroom.”

“They're both awesome resources because there is always FREE materials to gain from others. Blogs are great to read as testimonials or stories from personal experiences.”

These opinions are helpful, as the site will have a blog section in addition to its resources.

Mainly, these thoughts helped contribute to the notion that educational and teacher blogs are a popular resource among EL teachers, and EL LaunchPad aims to harness the practicality blogs create to encourage teacher collaboration and community.

Question #4) When searching online for resources to use in your classroom, which types of resources do you search for? Check all that apply.

Table 3 - Resource Type Popularity:

<b>Resource type</b>	<b># of votes</b>	<b>%</b>
Lesson Activities	14	100
Visual Aids	12	85.7
Videos	11	78.6
Suggested Readings	8	57.1
Worksheets	7	50
Unit Plans	6	42.9
Assessments	4	28.6
Assessment Tools	4	28.6
No Prep LPs	4	28.6
Other: translations	1	7.1

The most popular resources the participant group searches for are lesson activities, visuals and videos, suggested readings and worksheets. This information is helpful in considering the types of resources EL LaunchPad will offer to its visitors. “Lesson activities” was an expected response, but “visual aids” and “videos” was a surprise only because it was not something I originally planned to exclusively include. Because these two categories are the second and third most popular choices from the participant responses, it is a significant opinion to consider. In addition, these categories can be combined into one on the site to eliminate clutter and confusion. This particular type of resource section could be compiled efficiently through outside contributors who know of helpful YouTube channels/links and other images to share with users. Though “assessments” and “assessment tools” were not as popularly selected, it is important to

include Assessment as a category under the resources menu. Assessment is imperative to language teaching: it can be used to assess proficiency, set goals and measure language growth, and drive instruction. EL LaunchPad will be a practical and professional community that reflects best practice in language teaching, thus the rationale for including an unpopular category regardless of the survey results.

Question #5) When searching for lesson plans, how would you prefer to organize your search?  
 Check all that apply.

Table 4 - Search Preferences:

<b>Category</b>	<b>#of votes</b>	<b>%</b>
Theme	11	78.6
Grade level	8	57.1
Proficiency Level	8	57.1
Common Core Standards	7	50
Language Mode	3	21.4
WIDA Standards	3	21.4
Connectors Standards	1	7.1

The most popular response was “theme” with 11 total votes. The next most popular responses were “grade level” and “proficiency level,” each totaling eight votes. The third most popular was Common Core standards with a total of seven votes. “Language mode” and “WIDA Standards” each had 3 votes, and “Connectors Standards” had one vote (a write-in for “other”).

The purpose of this question was to collect feedback that could influence organizational elements of the website including placement of materials and a possible tagging system for searches within the website. The top three most popular responses for preferences in this area seem to align coherently: theme, grade level and proficiency level. Though I do not anticipate the top three preferences to all be used for organization, they could be used in a tagging system for materials such as lesson plans, activities and assessments.

A note on Connectors Standards: Connectors standards are from the Louisiana Department of Education: written specifically for ELs and align to Louisiana Student Standards (2016). Three of the 14 respondents (21%) were from a city in Louisiana, which is not necessarily significant. However, one of the goals of the website is to create a space for elementary EL teachers across the country where they can have access to materials. If the materials are linked to WIDA standards (39 states are a part of its consortium), the question is if they should be linked to other states' standards as well. Taking into account the amount of work this would entail, it does not seem realistic to consider at this stage in the project. I would argue, though, that those states who write in requesting this functionality in the future could be added at the time of request rather than engaging in research and tagging materials with the remaining 11 states' standards all at once. All in all, the additional vote for materials organization sparked insightful considerations for the future of the site.

### Survey Results Application

The survey results provided valuable insight into what teachers want out of an online resource. After analyzing the survey data, it became clear that there would need to be an immediate revision and future considerations as the website continues to develop.



## Revision--Resources Page:

Based on original ideas of what the website would include, the Resources landing page was setup to display icons that linked to:

- Lesson plans
- Assessments
- Activities & Games
- Resource List

The survey data revealed there was more of a demand for lesson activities, visual aids and videos than I thought. Based on these results, it would be more appropriate to revise the Resources menu to include this want-list from teachers. I changed the Resources page to reflect this and in doing so combined lesson plans and lesson activities into one category, and videos and visual aids into one category:

- Lessons & Activities
- Assessments
- Visuals
- External Resources

Figure 8 - Original:

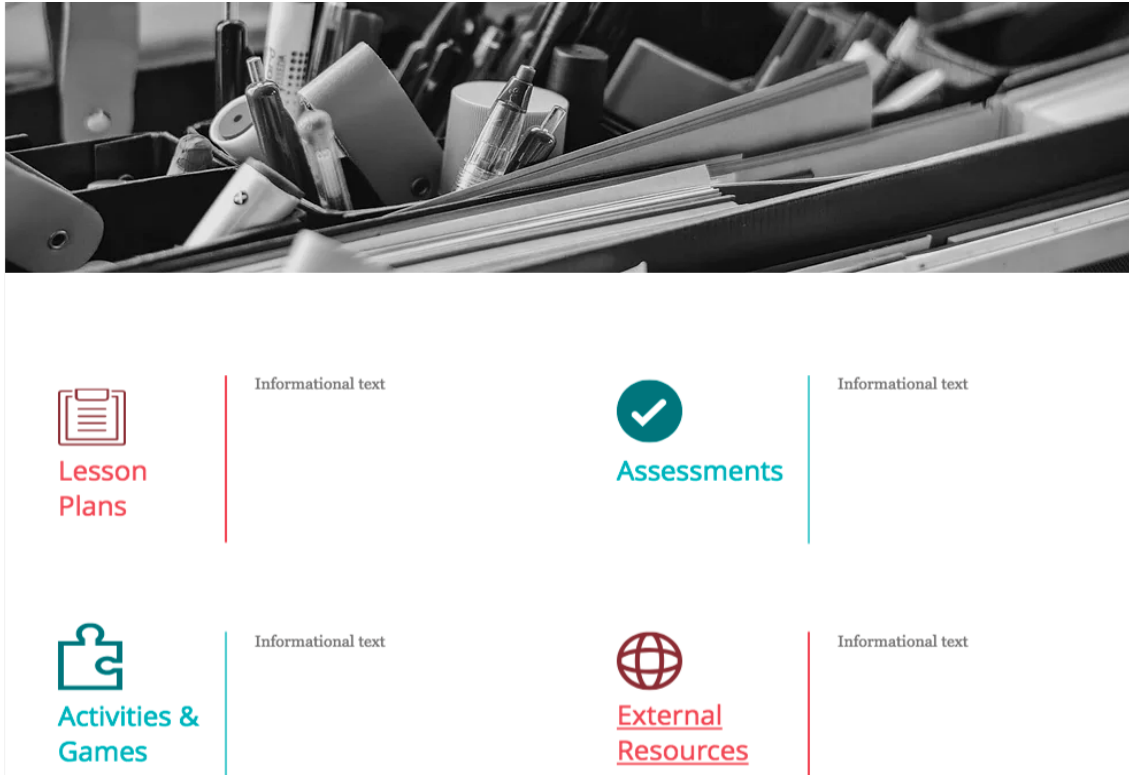
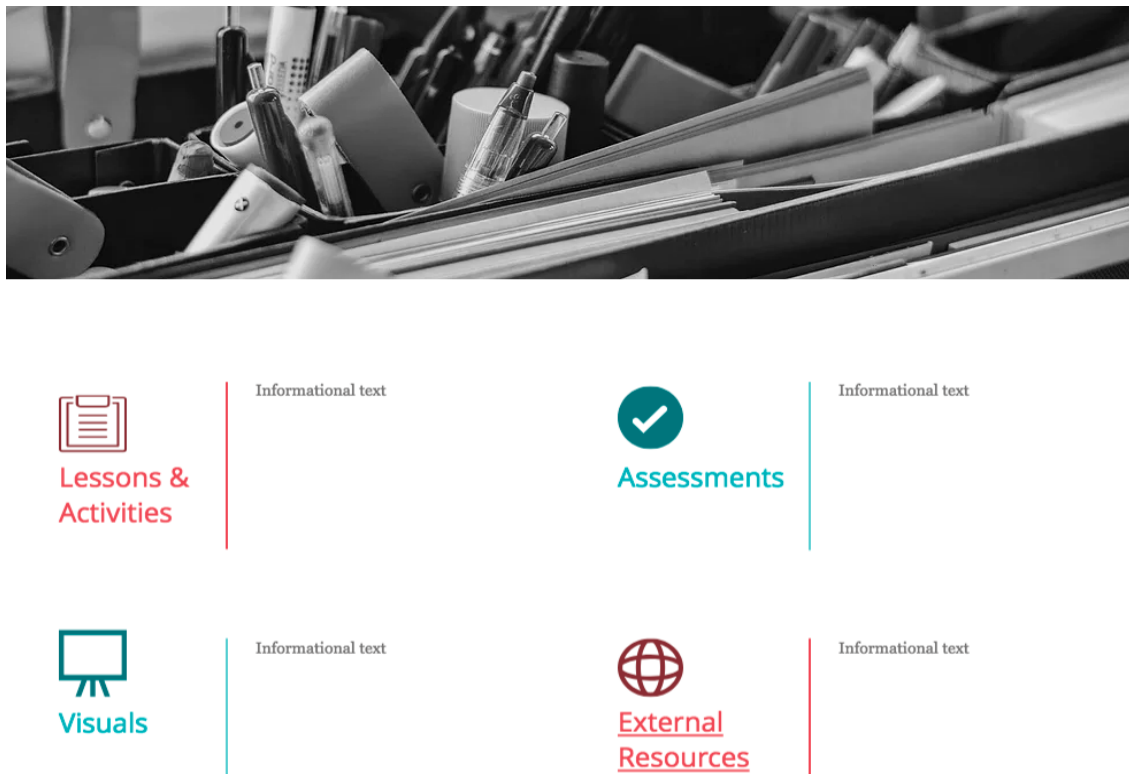


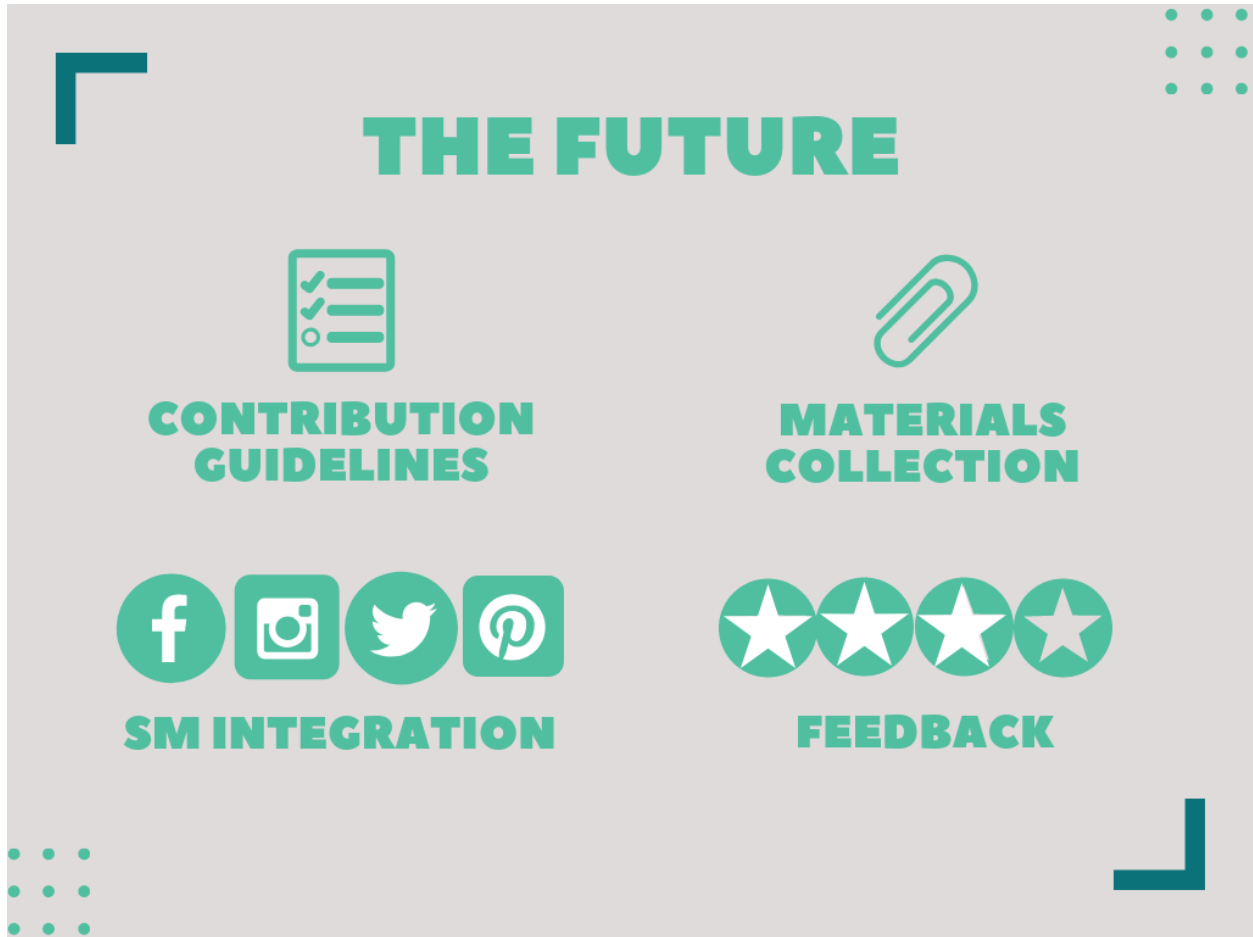
Figure 9 - Revision:



The response data also helped to conceptualize the organization and layout of the Resources sub pages (lessons & activities, assessments, visuals and external resources). The original template provides a layout and design, but it was crucial to receive the opinions of other teachers on how these resources should be organized. I am still considering the best way to do so, knowing they can be cross-listed in whichever organizational approach I choose. For example, a lesson plan focused on the theme of traditions for 4th grade intermediate learners could be categorized under themes, grade level and proficiency level. The “search site app” on Wix should facilitate this once the site is published live until I have decided upon a format, as long as resources are appropriately tagged with key words. Overall this will not be an issue until there are more materials contributions to place on the site, though it is important to analyze and consider immediately so there is a plan in place once additional materials are provided.

## CHAPTER 5: THE FUTURE OF EL LAUNCHPAD

Figure 10 – The Future



The survey was the final informative piece to this project’s puzzle: after researching teacher needs and reviewing current websites, it helped confirm some of the ideas already in place for and the direction of EL LaunchPad. The reported usefulness of TPT, Pinterest, and blogs will continue to guide the website layout, design, available resources and functionality. The most popular types of resources participants search for online will be reflected in those available for the initial launch of the website through assessments, lessons, activities and visuals. Finally, the organizational approach was well informed by the opinions of teachers who prefer materials searches by theme, grade level and language proficiency level.

Beyond the evolution of the website in those areas, there should also be considerations in future development of the following: a formatting and content guide for resource contributors; capability to give feedback and user reviews for materials used; social media integration of Instagram, Facebook, Twitter and Pinterest; recruitment of future blog writers; general materials collection; and materials collection through collaboration with UIUC MATESL courses where applicable.

The highest priority of development will be for creating a formatting and content guide for contributors in conjunction with materials collection. The first round of materials collection recruitment has mainly occurred through colleagues of mine, so it will be easier to contact them for revisions if development of the site results in formatting changes of materials. The guide needs to be developed for future contributions in order to preserve the integrity of the site through clearly communicated expectations.

Though EL LaunchPad is a site created for teachers by teachers, it is important to maintain a level of professionalism by posting materials that reflect best practices in language teaching. The goals of the site go beyond simple collaboration and aim to demand teaching excellence from site visitors and participants. Guidelines need to be developed to communicate expectations to collaborators but also to maintain consistency and integrity of materials selection as the site and viewership continues to grow and develop. This mini project would likely call for additional research specifically designed to extract direction and objectives for materials representing excellence in language teaching. Such research goes beyond the scope of this project, though it is essential to create such a document for the development of EL LaunchPad.

While the site is currently in a development phase, the main objective for this resource is for it to be *utilized*. Once it is launched, I plan to integrate social media to help fulfill today's

demands for popular and effective websites, as well as increase site traffic. I almost view this site as a business endeavor in that my dream of dreams would be for it to truly “launch” in the world of elementary EL teaching to make an impact on our profession and provide a much-desired outlet for collaboration and community.

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## APPENDIX A: SURVEY MATERIALS

### Survey Recruitment E-mail

Hello!

I am a graduate student at the University of Illinois and a full-time elementary ESL teacher in Champaign, IL. This survey is designed to help my research in building a website that caters specifically to elementary ESL/ELL/ELD teachers and their needs in ESL learning contexts. The inspiration behind this project is the desire to foster a community of support for in-service teachers who are all in similar teaching contexts. I want to create an organized and practical avenue rich with teaching resources and communication for all of us to use. Your opinions will remain confidential and help guide the development of this online project.

In order to develop this, I am asking for your help! Please note that your participation is **completely voluntary**. The survey should take about 10 minutes to complete.

Sincerely,

Hana Kearfott

# Elementary ESL Teacher Survey

This survey is designed to help my research in building a website that caters specifically to elementary ESL/ELL/ELD teachers and their needs in ESL learning contexts. The inspiration behind this project is the desire to foster a community of support for in-service teachers who are all in similar teaching contexts. I want to create an organized and practical avenue rich with teaching resources and communication for all of us to use. Your opinions will remain confidential and help guide the development of this online project.

This survey has 4 sections with 16 total questions.

\* Required

## Uses of Online Resources

1. **How often do you use websites to influence your teaching practices? \***

Mark only one oval.

1	2	3	4	5	
rarely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	daily

2. **Please rank the following websites in order of their usefulness to you in your teaching practices, 1 being most useful and 8 being least useful. \***

Mark only one oval per row.

	1	2	3	4	5	6	7	8	N/A
Pinterest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher-created blog(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational blog(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers Pay Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbook curriculum resource site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School district hosted site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WIDA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. **Of the websites you ranked above, please list your top 2 below and explain why each is useful to you in 1-3 sentences. \***

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4. **4. When searching online for resources to use in your classroom, which types of resources do you search for? Check all that apply. \***

Check all that apply.

- unit plans
- "no-prep" lesson plans
- lesson activities
- videos
- worksheets
- suggested readings
- assessments
- assessment tools (e.g. scoring rubrics)
- visual aids
- Other: \_\_\_\_\_

5. **5. When searching for lesson plans, how do you typically organize your search? Check all that apply. \***

Check all that apply.

- language mode
- grade level
- theme
- proficiency level
- WIDA standards
- Common Core standards
- Other: \_\_\_\_\_

6. **6. When searching for lesson plans, how would you prefer to organize your search? Check all that apply. \***

Check all that apply.

- language mode
- grade level
- theme
- proficiency level
- WIDA standards
- Common Core standards
- Other: \_\_\_\_\_

## Website Preferences & Contributions

7. **7. Which elements below would make a website most user-friendly to you? Check all that apply. \***

Check all that apply.

- overall layout
- visual appeal
- amount of clicks
- searchability of resources
- ability to give feedback
- Other: \_\_\_\_\_

8. **8. Would you be interested in contributing lesson plans you have created and used to the website for other teachers to use? (Similar process to Teachers Pay Teachers) \***

Mark only one oval.

- Yes
- No
- Maybe

9. **9. Would you be interested in contributing to a theme-based blog section of the website that shares an experience you had teaching? \***

Mark only one oval.

- Yes
- No
- Maybe

10. **10. Would you be interested in contributing (to the website) your best tips/advice for other teachers in the field? \***

Mark only one oval.

- Yes
- No
- Maybe

11. **11. If you answered "yes" or "maybe" to any of the contribution questions above, please leave your contact name and e-mail below.**

\_\_\_\_\_

## Basic Info

12. **12. How many years of teaching experience do you have? \***

Mark only one oval.

- 1
- 2
- 3
- 4
- 5
- 6+

13. **13. What is your highest level of education? \***

Mark only one oval.

- Bachelor's Degree
- Master's Degree
- PhD
- Other: \_\_\_\_\_

14. **14. What is the city and state in which you teach? \***

\_\_\_\_\_

15. **15. Do you have any other teaching endorsements or certificates? If yes, please list below.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

16. **16. Please leave any additional comments or suggestions below.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## APPENDIX B: BLOG WRITING TIPS



### ORGANIZE post

- Attention Grabber
- Introduction
- Explanation of main ideas
- Wrap-up
- Call to Action

### ENGAGE readers

- Image(s) & Graphics
- Sub-headings
- Sections



EL LaunchPad

Patel, N (2014, 19). 8 must-have ingredients of a successful blog post. <https://www.entrepreneur.com/article/233891>

Totka, M. (2018, April 20). The 8 essential elements of a successful blog post.

<https://www.forbes.com/sites/allbusiness/2018/04/20/the-8-essential-elements-of-a-successful-blog-post/#1388ddd158fc>

APPENDIX C: SOCIAL MEDIA RECRUITMENT

